

SECONDARY ENGLISH FOR ADULT LEARNERS

(S.E.A.L.)

DEFINITION OF THE DOMAIN
FOR SUMMATIVE EVALUATION

LANGUAGE IN WORK AND SOCIETY

ENG-4062-3

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INTRODUCTION

This definition of the domain for summative evaluation describes and classifies the essential and representative elements of the *Secondary English for Adult Learners (S.E.A.L.) Program of Study*. As such, it gives an overview of the program, but should by no means replace the program itself. The purpose of defining the domain is to ensure that all summative evaluation instruments are consistent with the overall program.

The goal of the definition of the domain for summative evaluation is to prepare examinations that are valid from one version to another, from one year to another, and from one school board to another, taking into account the responsibilities shared by the ministère de l'Éducation and the school boards.

1. PROGRAM ORIENTATIONS AND CONSEQUENCES FOR SUMMATIVE EVALUATION

Orientations	Consequences
The goal of the <i>Secondary English for Adult Learners Program of Study</i> is to help students learn to listen to, read, formulate orally and write various texts and messages that meet their communication needs.	Summative evaluation will be based on real-life situations that make it possible to measure the students' ability to listen to, read, formulate orally and write various meaningful texts and messages.
The program is designed to encourage students to express their perceptions of the values conveyed in texts and messages.	Evaluation instruments will make it possible to measure the students' ability to establish links between their own values and those conveyed in texts and messages.
The program is intended to help students develop language skills which are acquired progressively by means of a spiral curriculum. That is, the intermediate objectives are repeated in all courses in both comprehension and expression.	Given the spiral nature of the program's learning content, summative evaluation instruments for this course will take into account the expectations of prior courses.
The program promotes the use of language resources to develop the students' ability to understand the meaning of the suggested texts and messages.	Evaluation instruments will make it possible to measure the students' ability to use language resources to interpret and evaluate the meaning of texts and messages and to extrapolate from these texts and messages.
The program is designed so that students also use language resources to develop their skills in oral and written expression.	Evaluation will make it possible to measure the students' ability to use language resources in producing oral messages and written texts and in formulating responses.
The program is designed to promote the students' comprehension and expression skills through the integration and reinvestment of learning.	When possible, evaluation will verify whether elements studied in comprehension are taken into account in expression and vice versa.

2. CONTENT OF THE PROGRAM FOR PURPOSES OF SUMMATIVE EVALUATION

General Objective The student will demonstrate an ability to understand and compose oral and written discourse intended to inform and to influence action, and to understand written discourse intended to evoke aesthetic appreciation.

2.1. Skills and Content

Understanding oral discourse by listening to interviews:

- to identify the context of communication
- to identify interview techniques
- to evaluate the interview, using appropriate criteria

Understanding written discourse by reading job-related literature and biographies:

For job-related literature

- to identify the context of communication
- to select and organize information
- to construct meaning from what is being read
- to provide a critical appreciation of the work
- to give a personal consideration of the work

For biographies

- to identify the context of communication
- to show familiarity with the conventions of the medium
- to provide a critical appreciation of the work
- to give a personal consideration of the work

Composing oral discourse by participating in interviews and social speaking situations:

- to establish a context of communication
- to select and organize information
- to use appropriate verbal and non-verbal techniques
- to use an individual voice and style

Composing written discourse by writing résumés and letters of application:

- to determine the context of communication
- to select and organize information
- to respect format
- to use language appropriate to usage

2.2. Table of Dimensions

SKILLS / CONTENT	ELEMENTS OF DISCOURSE	COMMUNICATION STRATEGIES
Understanding Oral Discourse: Listening to interviews 20%	- Context of communication - Interview techniques (1) 12%	Evaluation of the interview, using appropriate criteria (2) 8%
Understanding Written Discourse: Reading job-related literature and biographies 30%	- Context of communication - Selection and organization of information - Construction of meaning - Context of communication - Conventions of the medium (3) 18%	- Critical appreciation - Personal response (4) 12%
Composing Oral Discourse: Participating in interviews and social speaking situations 20%	- Context of communication - Selection and organization of information (5) 10%	- Appropriate verbal and non-verbal techniques - Individual voice and style (6) 10%
Composing Written Discourse: Writing résumés and letters of application 30%	- Context of communication - Selection and organization of information (7) 20%	- Respect for format - Appropriate use of language (8) 10%
Weighting 100 %	60%	40%

3. OBSERVABLE BEHAVIOURS

Dimension 1: Elements of Discourse

In listening to interviews, the student should be able to:

- (Context of communication)
 - identify the interviewer and the person interviewed;
 - identify the subject and purpose of the interview (e.g., to entertain, to inform, to promote the sale of an item);
- (Interview techniques)
 - identify the principal technique(s) used by the interviewer to achieve the purpose (e.g., question and answer, informal exchanges, short monologues).

Dimension 2: Communication Strategies

In listening to interviews, the student should be able to:

- (Evaluation of the interview, using appropriate criteria)
 - evaluate the interview, using appropriate criteria: the effectiveness of the technique(s), informative function of language (i.e, to inform, explain, generalize, speculate, entertain).

Dimension 3: Elements of Discourse

In reading job-related literature, the student should be able to:

- (Context of communication)
 - identify the purpose (e.g., to inform, to persuade);
 - understand the subject matter;

- (Selection and organization of information)
 - identify specific details related to the purpose for reading (e.g., qualifications needed for a specific job, opportunities in a specific career field, new career fields, retraining programs);
 - recognize and understand sequence and order of material;
 - identify and follow the organizational pattern of the material;
- (Construction of meaning)
 - discriminate between relevant and irrelevant information;
 - identify and distinguish among the various kinds of information presented;

In reading biographies, the student should be able to:

- (Context of communication)
 - identify the author's purpose;
 - understand the central idea(s) that the author reveals about the subject;
- (Conventions of the medium)
 - evaluate the techniques used by the author to develop the material or to make the subject come alive for the reader (e.g., exposition, examples, humour, description, characterization and terminology).

Dimension 4: Communication Strategies

In reading job-related literature and biographies, the student should be able to:

- (Critical appreciation)
 - evaluate how the elements interrelate to produce understanding (i.e., experiential data, facts, hypotheses);
- (Personal response)
 - respond in an individual way.

Dimension 5: Elements of Discourse

In participating in interviews and social speaking situations, the student should be able to:

- (Context of communication)
 - establish a purpose for the interviews;
 - assume a role: interviewer, person interviewed, observer, presenter, audience, etc. in a variety of simulated situations (e.g., job interviews, sales presentations, open interviews);
- (Selection and organization of information)
 - demonstrate evidence of research.

Dimension 6: Communication Strategies

In participating in interviews and social speaking situations, the student should be able to:

- (Appropriate verbal and non-verbal techniques)
 - develop techniques applicable to a variety of social and business occasions (e.g., by asking open-ended questions, responding fully to questions, drawing up a list of pertinent questions to elicit needed information in an interview, using paraphrase to maintain talk or to expand a topic);
 - use language that is appropriate;
 - use appropriate gestures, intonation and pitch;
- (Individual voice and style)
 - develop an individual voice and style;
 - express personal opinions clearly and in an acceptable manner.

Dimension 7: Elements of Discourse

In writing a résumé and a letter of application, the student should be able to:

- (Context of communication)
 - identify the characteristics of the job/position being applied for (e.g., kind of trade, profession, type of company);
- (Selection and organization of information)
 - demonstrate evidence of research;
 - organize the information in a clear and concise manner;
 - include all details and information requested in a letter of application.

Dimension 8: Communication Strategies

In writing a résumé and a letter of application, the student should be able to:

- (Respect for format)
 - use standard résumé/business letter format;
- (Appropriate use of language)
 - conform with the conventions of spelling, punctuation and grammar.

4. JUSTIFICATION OF CHOICES

The skills and content being evaluated in this examination correspond to the specific objectives of the *S.E.A.L.* program for English 4062-3. The elements listed in sections 2 and 3 of this document correspond to the indicators for these objectives and will assist in preparing summative evaluations of these skills.

The Table of Dimensions shows that the composing of written discourse has been given the highest weighting due to the synthesis of abilities required to accomplish the task. The listening and speaking components are given less weighting to emphasize the reading and writing skills required at this level of the *S.E.A.L.* program.

You will also note that some indicators in the program have not been included as observable behaviours. This is due to the nature of the examination, the time element and the materials available.

5. DESCRIPTION OF THE EXAMINATION

5.1. Type of Examination

This examination consists of three parts, all of which must be undertaken by the student. The parts are made up of a résumé and letter of application, participation in an interview or social speaking situation and a formal examination. This is the sequence to be followed to meet the course objectives:

Part I - Composing Written Discourse (Writing)	30%
Part II - Composing Oral Discourse (Speaking)	20%
Part III - Understanding Oral Discourse (Listening)	20%
Understanding Written Discourse (Reading)	<u>30%</u>
	100%

The nature of the examination should be an authentic context of communication with sender/receiver, purpose/meaning.

Part I (Writing)

The student will write a résumé and a letter of application according to a specific format. The résumé and the letter should reflect an understanding of the indicators for this part of the course.

The writing will be evaluated according to criteria provided in the Administration Guide.

The items for this section will be designed to elicit skills and understandings outlined in dimensions 7 and 8 of the Table of Dimensions and of the Observable Behaviours.

Part II (Speaking)

The student will participate in an interview or in a social speaking situation. This activity should reflect an understanding of the indicators for the speaking elements of this course. During the interview or presentation, the student may refer to his/her personal notes as desired, but should not read directly from them.

The interview or presentation will be evaluated according to criteria provided in the Administration Guide.

Suggested length of individual presentation: 5-7 minutes.

The items for this section will be designed to elicit skills and understandings outlined in dimensions 5 and 6 of the Table of Dimensions and of the Observable Behaviours.

Part III (Listening and Reading)

A formal examination session will take place at the end of the course. This written examination is composed of two sections. Section I consists in listening to an interview and responding to this oral message with both note taking and an organized response.

The items for this section will be designed to elicit skills and understandings outlined in dimensions 1 and 2 of the Table of Dimensions and of the Observable Behaviours.

Section II consists in reading job-related literature or a passage from a biography and then developing an organized response to questions. The student's responses should reflect an understanding of the indicators for the program objectives related to this component.

The items for this section will be designed to elicit skills and understandings outlined in dimensions 3 and 4 of the Table of Dimensions and of the Observable Behaviours.

5.2. Examination Parameters

- | | |
|--------------------------------|---|
| Part I (Writing) | - In the classroom: the time allotted will be determined by the teacher, based on the time required to sufficiently follow the course objectives. |
| Part II (Speaking) | - In the classroom: 5-7 minutes for each presentation |
| Part III (Listening & Reading) | - In a formal examination setting: 3 hours |

5.3. Pass Mark

All parts of the examination must be undertaken by the student. The pass mark is 60% for the entire examination.

5.4. Specific Conditions

- An English dictionary and/or thesaurus should be made available to the student during the examination.
- No other reference material may be brought to the examination room.

